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ABSTRACT

Sixty-three projects, forty-five of which were approved and funded during fiscal year 1974 by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of education innovations, are highlighted in this document about Wisconsin ESEA Title III exemplary ESEA programs. New and ongoing projects are divided into the following categories: alienation (3), career education (10), computer assisted education (3), computer managed instruction (3), early childhood education (4), education of the handicapped (8), educational television (4), fine arts (3), gifted education (3) Indian education (1), reading programs (6), rural schools (1), secondary education (5), social studies (3), and educational centers (6). (The figures in parentheses refer to the number of school districts demonstrating programs in each of the categories). A list of publications available from Wisconsin Title III ESEA are included. (AM)

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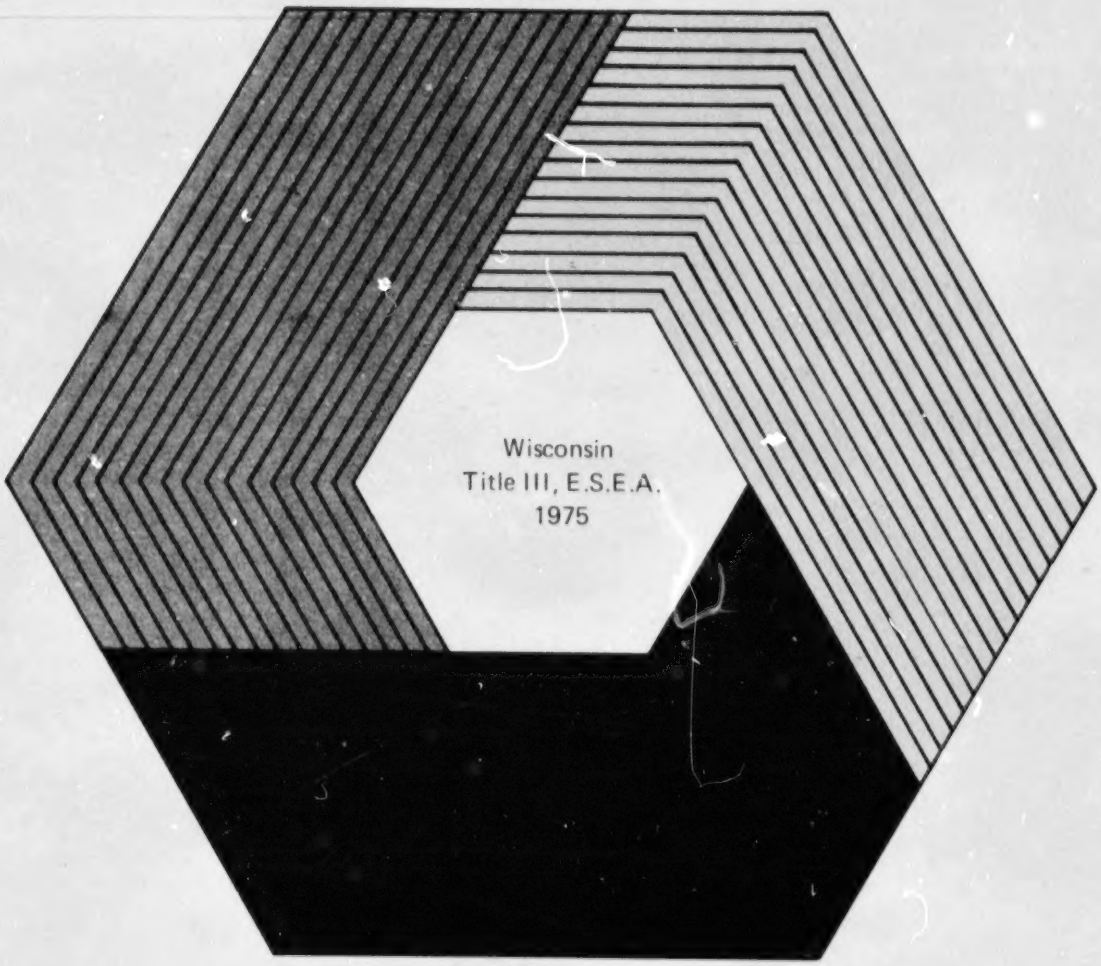
Building Foundations For Educational Change



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Wisconsin Department of Public Instruction/Barbara Thompson, Ph.D., State Superintendent

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History of Title III, E.S.E.A.

In 1965, the Congress of the United States passed the Elementary and Secondary Education Act providing for massive federal aids to education. Included in the Act was provision for Title III. The U.S. Office of Education in its Title III manual stated that the purpose of Title III is to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services.

Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs: Therefore, Title III seeks to:

Encourage the development of innovations, and

Demonstrate worthwhile innovations in educational practice through exemplary programs.

In 1968, the Congress shifted major responsibility for administration of Title III from the U.S. Office of Education to the states. In Wisconsin, the Department of Public Instruction was designated as the state education agency responsible for administration of Title III. Offices are located at 126 Langdon Street, Madison, Wisconsin.

Following the ground rules established by Congress and implemented through the U.S. Office of Education, a State Plan for E.S.E.A. Title III has been developed.

The state agency has also developed two manuals and material to assist local educational agencies to develop innovative programs to meet critical educational needs in their areas. Since 1968, 148 projects have been funded by Title III, E.S.E.A., in Wisconsin.

Provisions for Program Funds

The goal of Title III is to stimulate new and improved educational practices and to determine their effectiveness.

Allocation of Title III funds within the state has been designated in these major areas:

1. Not less than 50 percent of the state's allocation will be used for innovative, exemplary or adaptive programs by local education agencies.
2. Not more than 37 percent of the state's available funds will be directed toward the establishment and support of educational centers.
3. Not less than 15 percent of the total allocation will be utilized for special programs for handicapped children. The kinds of programs which are appropriate for funding under this category are those which meet the special needs of handicapped children, defined as: educable mentally retarded, hard of hearing, seriously emotionally disturbed, crippled, or other health-impaired children who, by reason thereof, require special education or related services.
4. Guidance, Counseling, and Testing has been added to E.S.E.A., III, as a designated program area. This action follows Congressional amendment during 1969-70 which resulted in a merger of the National Defense Education Act, Title V-A (N.D.E.A., V-A) with the Elementary and Secondary Education Act, Title III (E.S.E.A., III). The present program for guidance is known as E.S.E.A., III – Guidance, Counseling, and Testing. The minimum provision for funding under Guidance, Counseling and Testing is designated by Statute to be: "A state shall expend for Title V-A, N.D.E.A. purposes in any fiscal year through FY 1973 an amount at least equal to 50 percent of the amount expended from Federal grant funds by that State in FY 1970 ... the purposes of Title V-A, N.D.E.A."

Introduction to Wisconsin Title III, E.S.E.A. Program

There were 63 projects in Wisconsin at the start of Fiscal Year 1975. Forty-five of these projects were approved and funded during FY 1974. This publication highlights these projects as well as others not included in former similar publications and lists the remaining projects. Project location, telephone number, director, and grant period have been included for each project to assist those interested in obtaining further information.

Title III, E.S.E.A., has had an impact on the education of youth in Wisconsin. Over 80 percent of the programs have been continued by local funds upon termination of federal funding. Adoption and adaptation by other schools has been significant.

Further information regarding all projects, publications, and available material may be secured from the state Title III, E.S.E.A., office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Phone: Area Code (608) 266-2459.

New and Ongoing Projects in Fiscal Year 1975

Alienation

Wilderness Encounter ("WE")

Wilderness Encounter is a humanistic program designed to offer students additional opportunities to dissolve communication barriers that may be negatively affecting relationships between peers, parents, teachers and school administrators; to teach the participants the importance of living in harmony with nature and with their fellow man; and to encourage students toward a personal philosophy of life encompassing education as an ongoing process.

1. This program is presently scheduled in three high schools. Students enroll in a 10-week course for which they get ½ credit to prepare for the unique two-week experience of living in the wilderness. The use of a multi-disciplinary approach allows application of a broad spectrum of individual skills and provides for wide staff involvement.
2. Although the wilderness-stress situations of this unique experience are purposely controlled, they do force participants to communicate on a primary level, and to utilize their academic, physical and emotional strengths to survive comfortably.
3. The major goal of Wilderness Encounter is to improve the education process by encouraging receptiveness of curriculum through positive change in the attitudes of students resulting in the improvement of social and academic atmosphere of the high school. This atmosphere is subject to change only if students develop positive attitudes in terms of defining their individual roles.

Project Director:

Mr. Larry Lenox
Milwaukee Public Schools
P. O. Drawer 10K
Milwaukee, WI 53201

Phone: (414) 475-8192

2nd Operational Year: 6/30/74 - 6/29/75

Primary Learner Alienation Negation Study (PLANS)

In the planning year of this project that began June 1, 1974, the main goals are:

1. To provide a means of identification of positive attitudinal factors that reinforce learning receptivity in the structured school environment of primary (K-3) students in CESA 13 public and private schools.
2. To provide a means of identification of negative factors within the structured school environment that contribute to learner alienation of primary (K-3) students in CESA 13 public and private schools.
3. To provide for increased learner receptivity to the school structured learning experiences, approaches must be determined to combat negative learning factors while emphasizing and promoting positive learner receptivity factors in the school environment.
4. To provide for the development of an operational proposal incorporating the facets of the previous goals providing for approaches toward increased learner receptivity and decreased learner alienation toward the structured school experiences.

At the conclusion of the planning year refined survey forms will be developed for identifying positive factors and negative factors. These materials will be available for administration to teachers and will be instrumental in designing approaches for classroom implementation.

Project Director:

Mr. George Hightdudis
CESA 13
908 West Main Street
Waupun, WI 53963

Phone: (414) 324-4461

Project Coordinator:
Ms. Linda Nummerdor

10 nning: 6/1/74 - 5/31/75

Individual Study Program for School Alienated Youth

Project Director:

Ms. Susan E. Schultze
Elcho Public Schools
Elcho, WI 54428

Phone: (715) 275-3970

3rd Operational Year: 1/17/74 - 1/16/75

Career Education

Career Education: K-9

Joint District No. 10 Schools, Appleton, Wisconsin

The concept of career education is too often understood by educators and community members as being synonymous with vocational education. One of the goals of the project will be to alter such perceptions of career education on the part of school staff and to gain their commitment to a concept of career education that can be implemented into all curriculum areas, so that all pupils will benefit. To this end, a position paper will be developed as the result of extensive involvement of staff from all buildings as a part of system-wide inservice activities. The final paper when approved and accepted by staff will be presented to the Administration and Board of Education for their consideration and action.

The major effort of the planning to result in the development of a K-9 career education model will be achieved through the employment of qualified consultants to assist a central task force. The model is to be reviewed by a panel of experts prior to its adoption for implementation. The anticipated outcome of this project will be a view of career education which will integrate students' goals, life styles, and values with the ongoing school situation.

Project Directors:

Mr. Armin Gerhardt &
Ms. Joanne DeGroot
Appleton Public Schools
120 East Harris Street
Appleton, WI 54911

Phone: (414) 739-3121

Planning: 6/28/74 - 6/27/75

Special Education Learning Experiences for Career Training (SELECT)

As middle school students with special learning disabilities become a recognized clientele in the schools, teachers soon discover that there is a dearth of meaningful resources available for them. Either the material is too difficult to read, or students regard the content as insultingly infantile.

Project SELECT at Brown Deer Middle School focuses on designing career-oriented materials which meet learning disabled students' needs for high-interest low-level materials. Self-contained Career Understanding Pacs are used to acquaint students with different career areas. Although the concepts presented in the C.U.P.'s meet the interests of middle school students, the printed materials range in difficulty from grade 3 to grade 5. Students are therefore able to function more successfully at their individual levels of reading achievement. In addition, narrated cassettes accompany much of the printed material in the kit.

Arithmetic experiences simulating actual occupational requirements also constitute an important part of each kit. The arithmetic activities reinforce skills of students working at 3rd, 4th, or 5th grade level.

Since activities in the C.U.P.'s are modular, students can proceed at a comfortable pace with a minimum of teacher assistance. Students choose from a variety of kits, including Career Awareness, Auto Mechanics, Health Services, Law Enforcement, Utilities, Food Services, Trucking, and Cosmetology. The hands-on and game type activities contribute to students' positive attitudes toward this kind of learning.

Pre- and post-tests measure students' attainment of stated objectives in each C.U.P. Students also evaluate each kit in terms of interest and difficulty. Finally, the twelve students in the project are being compared with a control group in order to ascertain relative growth in reading and arithmetic skills, as well as career awareness.

Project Director:

Mr. Joseph Klucarich
Brown Deer Public Schools
8200 North 60th Street
Brown Deer, WI 53223

Phone: (414) 354-4180

2nd Operational Year: 6/30/74 - 6/29/75

Career Development for Children with Exceptional Needs

Career development as applied to the normal student is just beginning to be adequately understood and programed for in a systematic, educational manner. It is generally accepted that the concept of career education, once fully implemented, is applicable to all students in the public schools. However, it is immediately evident that at this point in time there is little concrete development in career education for the child who has exceptional educational needs. A sound program for children with exceptional educational needs should include career education as a vital component.

Current thinking by most leaders in exceptional education as well as recent legislation in the State of Wisconsin dictates that the exceptional child, whenever possible, shall have an educational program as part of regular education. Attempts to provide for this education in a regular educational environment meets with considerably more success at the elementary level. The older the student the more difficult it becomes for him to adapt in a normal school environment at the secondary level.

Inasmuch as career education should be a vital component of the total education program and given that exceptional youth have career education needs, it was determined necessary to identify those career educational concepts applicable to the exceptional child at the secondary level and the resources that would be available in the school and community to satisfy the career education needs of the exceptional youth. This planning proposal for career educational needs for exceptional youth was developed with these needs in mind.

In accordance with recent Wisconsin Legislation (Chapter 89), that the needs of exceptional education children be met to the greatest extent possible within the local school regular education program, the goals of this planning proposal are to: a) determine what the career development needs are for the exceptional youth, b) determine competencies of existing regular education staff as related to career development of exceptional youths, c) determine curriculum and materials needs of regular education as pertains to career development of exceptional youth, d) develop appropriate plans for comprehensive career development programs for exceptional youth within the local school districts of CESA 4, and e) obtain the endorsement, commitment, and approval for subsequent effective implementation of future programs to meet the career education needs of exceptional youth.

A summary report will be developed that will describe the career needs that have been identified, the process of identification, as well as available resources for meeting the career needs of exceptional youth. This report will also include recommendations to the local school districts for subsequent program development to meet the career needs

of the exceptional child. Evaluation of the project will stem primarily from the successful completion of the objectives established for this project. Outcome evaluation will be in terms of the development of plans appropriate to the career development needs of the exceptional youth in CESA 4 Area.

Project Director:

Mr. Richard Ballou
CESA 4
Box 728
Cumberland, WI 54829

Phone: (715) 822-4711

Planning: 6/30/74 - 6/29/75

Career Education Through Student Self-Learning Centers

CESA 3 is located in a geographic area that is primarily rural with only small centers of industry and manufacturing. Because of a small student population, it is difficult to expand curriculum offerings or make innovations in teaching strategies in CESA 3 schools. Recognizing these limitations and desiring to initiate a career education program, CESA 3 staff developed a project that will provide career education for grades K-8 by developing and using self-learning centers.

The two goals of the project are:

1. To implement and maintain the learning of career education concepts and objectives by children and teachers, grades K-8.
2. To demonstrate the feasibility of using student self-learning centers in K-8 classrooms to effectively and efficiently teach an objectively oriented program through an individualized system of instruction.

The project will be implemented in four K-8 elementary schools. The self-learning centers will be cycled through classrooms on a weekly basis by the project. Each center will be self-instructional in nature concerning a specific career education objective. The classroom teacher's role will be to allow students to use these self-instructional centers individually or in small groups during any time the teacher wishes.

The self-learning centers will consist of five components; (1) a motivational device to stimulate students to become involved in the center, (2) a pre-test on a career education objective, (3) a multi-media input to the student to teach the objective, (4) a post test and, (5) suggested follow-up activities for the students to apply the objective learned.

Project Director:

Mr. Warren Schollaert
CESA 3
Municipal Building
Gillett, WI 54124

Phone: (414) 855-2114

1st Operational Year: 6/28/74 - 6/27/75

Career Education Development

Juda is one of the smallest rural school districts in Wisconsin with a total K-12 enrollment of under 400 students. Parents, teachers, school administrators and other members of this small community have been concerned about the many young people who graduate from high school each year without real career goals or marketable skills. In order to remedy this situation the staff of the Juda Public Schools will plan and develop an elementary career education model. This model will hopefully lead to a dynamic student-centered career education program that will be an important part of the total educational process in which the student is constantly discovering himself and the world around him.

This Title III, E.S.E.A. grant will make it possible for the Juda Public Schools to inform, stimulate and involve the instructional and administrative staff in developing a realistic and sound program of career development. The purpose is to use career education to create more professional satisfaction for teachers, and a more humanizing learning atmosphere for students. The specific objectives of the project are:

1. By January 1975, to reach a consensus on what constitutes a sound and realistic elementary career education program.
2. By June 30, 1975, to design and adopt a career education model useful in implementing career education concepts.
3. By February 1975, to train teachers to use career education materials and field test career concepts in selected classrooms.

Project Director:

Mr. Alfred Schumacher
Juda Public Schools
Juda, WI 53550

Phone: (608) 934-5261

Planning: 6/24/74 - 6/23/75

A Multi-Media Careers Development Instructional Model

This planning grant, awarded to the middle schools in the west area of the Madison Public Schools, is an attempt to combine the efforts of parents, the school and the community in meeting the merging career development needs of the middle school child. The reasons for the concern with the middle school child are . . .

Research indicates that the middle school years (from age 10 to 14) are critical from the standpoint of attitude development.

The middle school, with its emphasis on flexibility and child-centered instruction, lends itself to vocational and career development.

With the wide range of electives in the large high schools, students need instruction on decision-making. The steps that one takes in making a good decision must be explained and discussed.

The West Area Schools have adopted the K-12 concepts from the *Wisconsin State Guide for Career Development.* The middle schools are in a critical position to guarantee that the concepts are introduced and developed.

Research indicates that parents are "significant others" in relation to the occupational attitudes and aspirations of their offspring. This research in occupational sociology indicates that there is a need for parents to become more effective in dealing with the occupational attitudes and concerns of the adolescent.

In essence, this project will bring resources from the home, the school and the community to bear on the career development needs of the middle school child at Cherokee Middle School, Lincoln Middle School and Van Hise Middle School.

The project has three major goals. First, middle school staff members from the areas of art, home economics, industrial arts, music and physical education, working together; media specialists; guidance counselors and learning coordinators will be oriented to career development thought and practice. Second, the art, home economics, industrial arts, music and physical education staff members will develop multi-media instructional models of occupations which focus on one or more of the concepts from the *Wisconsin Guide for Career Development.* In addition, they will design classroom activities which will generate interest in the multi-media models housed in the school IMC's. Third, the guidance counselors and learning coordinators will develop parental-involvement activities for the three middle schools. These three goals will provide the staff members with a common base of understanding on career education and gain the involvement of the community and parents through the instructional materials and activities.

During a summer workshop, multi-media instructional models will be designed. The unified arts teachers will select occupations emanating from their disciplines, locate community people in these occupations and gain a commitment from these resources to be photographed at their places of employment and to be audio-taped while describing the nature and scope of their occupations. Guidance counselors and learning coordinators will design strategies for parental involvement in the program. Both the multi-media and the parent models will be field tested during the first semester.

Project Directors:

Mr. Mike Ring & Mr. Gary Kangas
Cherokee Heights Middle School
4301 Cherokee Drive
Madison, WI 53711

Phone: (608) 274-2303

Planning: 3/18/74 - 3/17/75

Career Education Project #1

The building of each child's self concept and related occupational behavior is a primary objective of Jt. School District 3. This planning project in career education was developed to enhance the probability of quality positive contact among pupils and teachers. This program brings together teachers with expertise in the affective domain on an equal plane with teachers of academia to mold a team which deals with all aspects of the child's being. Each child's development through this program shall be measured and evaluated against his/her ability to adapt to new situations and exhibit use of a forming value system, freely chosen from a wide latitude of career information presented.

There are three major goals for the project: 1) elementary teachers and curriculum specialists will integrate career education concepts into the K-8 curricular offerings of the elementary schools of Joint School District 3, 2) the project staff and curriculum specialists working with university and Department of Public Instruction resource people will develop a comprehensive career education model which will be written and revised and field tested during the project planning phase, and 3) the project staff, guidance personnel, and resource people shall develop a parent involvement plan to be integrated with the career education project and field tested concurrently.

Project Director:

Mr. Gregory Krause
Jt. School District 3
Lincoln, Price, Oneida
Prentice, WI 54556

Phone: (715) 428-2811

Planning: 6/28/74 - 6/27/75

Industrial Education Demonstration Curriculum Project

A local study of the status of industrial education offerings at Shawano High School indicates that changes are necessary to up-date the structure and methodology of the program. The identified changes to meet this end will be achieved by designing a contemporary industrial education curriculum containing redefined content and implementing it with a student oriented methodology. Traditional industrial education programs emphasize fragmented teacher oriented courses to study industry such as woodworking, metalworking, drawing, etc. This innovative Title III project will use a contemporary approach emphasizing student directed activities for involvement in the elements of industry such as services, production, research and development, and power and energy.

The goals of this project are to: 1) reorganize the content of secondary industrial education consistent with *The Wisconsin State Guide to Local Curriculum Improvement in Industrial Education, K-12* by drawing resources from contemporary industrial and technological practices and 2) develop an industrial education delivery system which will fit within the 10-12 secondary school curriculum to accommodate individual learning abilities, styles, and interests of all the students.

The goal of the planning grant in the industrial education department of the Shawano School District, No. 8, was to demonstrate an innovative approach for individualizing industrial education.

By the end of the 1973-74 academic year, self-instructional modules were developed and field tested. The modules are individualized to enable students to progress through the instruction at their own rate. Teacher help will be available when needed. The modules demonstrate many factors unique from traditional programs. Some of these are: 1) the time limit to obtain credit for completed work will be flexible, 2) the role of the teacher changes basically to that of a consultant, 3) more responsibility is placed on the student, 4) pretesting will wave students from unnecessary involvement, and 5) alternative modes of learning are provided.

During the current planning year students will contract for learning activities that meet their personal objectives. Multi-delivery systems will enable students to choose the method best suited for them, e.g., sound on slide, filmstrips, written materials, cassettes, transparencies, video tape, etc. Students will be allowed to pursue their objectives fully! Should learning content not be available to meet student objectives, students will review publications, etc. and secure their own learning content.

Staff activities for the 1974-75 academic year include: 1) A summer workshop to identify student population to determine student needs and learning styles, develop delivery systems to accommodate student learning abilities, and identify learning resources (content) and the means to obtain them. 2) Designing and organizing learning materials to fill any gaps which may exist. The 1975 summer workshop will focus on a consortium. Neighboring schools will be present for an inservice seminar in individualizing instruction.

Dissemination of the program will include: 1) Informing the parents of participating students about the approach for individualizing instruction in industrial education, so that they may better understand the new role their children will function in. 2) Informing the administrative staff about the implications individualized instruction presents for grading, scheduling, and the new teacher role. 3) Informing the student as to what individualized instruction involves.

A series of summer workshops will provide the staff with the tools necessary to bring about the process of role change from a "teacher" to consultant. Procedures followed to accomplish the role change will be compiled and available to other interested schools upon request.

Project Director:

Mr. Fred Beyer
Shawano High School
Shawano, WI 54166

Phone: (715) 526-2175

1st Operational Year: 6/17/74 - 6/16/75

Equal Career Opportunities

Project Director:

Mr. James Mueller
Vocational Rehabilitation
R & T Center
University of Wisconsin-Stout
534 Main Street
Menomonie, WI 54751

Phone: (715) 232-1424

2nd Operational Year: 1/23/74 - 1/22/75

Individualization of High School Curriculum of Career Education Model (Project ICE)

Project Director:

Mr. Arne Engebretsen
Greendale Common School District
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Greendale, WI 53129

Phone: (414) 282-3290

Planning: 6/8/73 - 9/7/74

Computer Assisted Instruction

NEEDS - North East Educational Data System

The Northeast Educational Processing Lab, a subsidiary of CESA 9, installed a computer that began operation in August, 1974. This computer has the capability of providing computer assisted instruction to all area schools. This project is designed to demonstrate the value of computer assisted instruction in order to satisfy the following needs:

1. Motivate students.
2. Allow for the increased creativity and complexity in solving problems.
3. Better prepare the college-bound student.
4. Remove the mystery of computers.
5. Individualize instruction.
6. Provide teachers with a powerful tool.
7. Provide a foundation for students who wish to continue in computer science.

The general goals of Project NEEDS are to: 1) demonstrate that students skilled in and knowledgeable of computer technology and with the resource available in the classroom can make significantly greater progress in problem solving situations than students without that resource; 2) enable students and teachers to explore and understand the skill required to operate and the potential limitations of the computer as an aid to instruction through problem solving, resource selection, drill and simulation exercises; and 3) demonstrate to other than participating schools the ability of students to utilize computer assisted instruction.

A program is being developed to familiarize local school faculties and students with the skills and techniques necessary to the operation of computer equipment. Demonstrations will be made of the various programs that will be made available to participating schools, and students within classroom situations will design and test new programs aimed at specific problem situations. Students in two pilot schools utilizing computer assisted instruction through this program will be compared to control school groups without the resource to demonstrate its effectiveness.

Project Director:

Mr. John E. Konopacky
CESA 9
1927 Main Street
Green Bay, WI 54301

Phone: (414) 468-7464

1st Operational Year: 6/28/74 - 6/27/75

Computer Assisted Reading Instruction for Children with Exceptional Needs

Assistance in reading instruction was one of the highest priority items identified by a needs assessment conducted by the special education advisory committee of CESA 11. The purpose of this project is to provide a system by which all children in program units in CESA No. 11 that have exceptional educational needs may receive the benefits of more adequate reading instruction. This project will establish a systematized reading process involving the use of computer assistance in interpreting diagnostic data on each individual student. Computer assistance will also serve to retrieve both commercial materials and non-commercial materials to be used in making specific recommendations for each individual student's reading program based upon the student's needs as demonstrated by his reading skill level and his progress on an established hierarchy of essential skills in the area of reading.

During the life of this project the project staff will implement a process of diagnostic and prescriptive techniques, so that all students with exceptional educational needs in program units within CESA No. 11 will benefit with accelerated cognitive learning and a more healthy attitude toward reading. This project is innovative in that it will afford a basis for dispelling previously accepted reading incompetencies by children with exceptional needs. It is, furthermore a demonstration project in that the computer assist is maintained for the identification of materials at a skill level appropriate to the needs of each individual child.

Project Director:

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Route 2, Box 102
Onalaska, WI 54650

Phone: (608) 526-3356

1st Operational Year: 6/28/74 - 6/27/75

Planning Project to Develop Computer Assisted Instruction Program in Mathematics and Science

Assessment revealed a definite need for a curriculum change in the LaFarge Area Schools to correct a complete lack of knowledge concerning computer history, theory, occupational opportunities and educational use of computers in high school. This planning project was undertaken in order to determine the type of program needed to provide this curriculum addition for the LaFarge Schools.

A pilot computer assisted project will be planned and utilized for experimental purposes in the LaFarge High School. Project staff will also evaluate, assess, and develop curriculum in computer assisted instruction.

High school students will be selected to participate in a computer education pilot project using the computer terminal provided by the LACE System of the University of Wisconsin, LaCrosse. The pilot project will operate during the middle of the 1974-75 school year for a length of time not to exceed three months. This pilot program will enable both students and instructors to determine the most feasible method of computer assisted instruction in LaFarge High School and whether a computer course should be offered to students in the 1975-76 school year.

Project Director:

Mr. Wayne H. Stahlkopf
LaFarge Public Schools
LaFarge, WI 54639

Phone: (608) 625-2400

Planning: 6/28/74 - 6/27/75

Computer Managed Instruction

Madison Public Schools' Computer Managed Instruction Project

Since 1967, the Board of Education of the Madison Public Schools has been committed to a goal of "an individualized educational program uniquely tailored to the needs of each individual child." Consistent with that goal, a number of efforts to develop and implement individualized, "continuous progress" instructional programs have been attempted. All of these efforts have suffered and continue to suffer from the same malady: the generation of large amounts of data required to monitor the progress of each child. The collecting, recording and retrieving of these data each day have precipitated an abnormally high expenditure of energy on the part of the staff. Under these conditions "continuous progress" programs have tended to exist for but short periods of time while dedicated staff labor against a morass of paperwork.

Therefore, with the help of a Title III grant, the Madison Public Schools will, over a three-year period, establish an operational CMI demonstration project in four schools and in two curricular areas.

The project outcomes will include: 1) the establishment and demonstration of computer managed instructional programs which are highly individualized in two curricular areas and which permit more creative and functional use of teacher energies; 2) the refinement of two highly individualized instructional programs which are compatible with CMI concepts and which will be exportable to other schools and school systems; 3) the design and documentation of a utility computer managed instructional system (software/hardware) that can be used with a variety of instructional programs in a variety of curricular areas; 4) a descriptor of teacher role(s) as impacted by a CMI system, perceived and observed, as well as a documentation of resultant and recommended staff development processes; 5) a series of formative evaluation studies that will detail possible answers to cost/efficiency and cost/effectiveness problems; 6) a written scenario of necessary planning, development and implementation required to bring up operational CMI system as well as documentation of unexpected problems.

Project Director:

Mr. John Chapin
Madison Public Schools
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Madison, WI 53703

Phone: (608) 257-9561

1st Operational Year: 6/25/74 - 6/24/75

Computer Managed Instruction for IGE in the Computational and Analytical Arts

This project will implement and evaluate a Computer Managed Instruction (CMI) system to support the computational and analytical arts curriculum (mathematics and science) of the McFarland Elementary Schools. The CMI system will closely follow that of the computer-based Wisconsin System for Instructional Management (WIS-SIM) which is being developed by Wisconsin R & D Center. The mathematics component of the curriculum, Developing Mathematical Processes (DMP), has been developed by the R & D Center and is fully supported by WIS-SIM. The science component, "Science–A Process Approach", was developed under the auspices of the American Association for the Advancement of Science. The experience gained in implementing WIS-SIM for the mathematics component will serve as a basis for designing and implementing a CMI system for the science component.

By integrating the management of mathematics and science into a CMI system, it will be possible to reduce the amount of overlap in instruction which usually occurs in these two closely related curriculum areas. With this CMI system it will be possible to reduce the amount of turn around and clerical work time necessary in the record keeping and information processing.

Objectives for this project include the following: 1) providing the teaching and administrative staff of the McFarland Elementary School with an inservice training program for managing Developing Mathematical Processes (DMP) and Science–A Process Approach (SAPA), 2) producing via the CMI system student achievement profiles, diagnostic reports, and prescriptive information for DMP and SAPA, 3) developing and modifying SAPA instructional materials to meet requirements of making SAPA compatible with the IGE Programming Model and the requirements of the Wisconsin System for Instructional Management (WIS-SIM), 4) developing instrumentation and collecting data to measure the extent to which the CMI system will increase student performance in the computational and analytical arts, and 5) designing and developing a user's manual oriented to teachers and administrators and a technical manual oriented to computer specialists.

A computer terminal will be installed in the school and connected via a telephone network to the Research and Development Center. The school terminal will consist of a teleprinter and a mark sense documentation reader. The terminal will be used to submit data collected in the schools to the Research and Development Center and to print computer generated reports to the school. Modification required to computer software to support the CMI system for DMP and SAPA will be made by consultants at the Wisconsin Research and Development Center.

The project will be evaluated in terms of measuring increased pupil performance in the computational and analytical arts. Substantive evaluation of the project will be in terms of measuring pupil performance and also in terms of value of information to the significant decision makers in the educational process–students, parents, teachers, and other members of the school staff. An experimental design has been developed and instruments will be developed which ought to accomplish this evaluation. A number of process objectives have been identified which will be periodically monitored by the Project Director, an outside evaluator, and the Title III, E.S.E.A. Department of Public Instruction office.

Project Director:

Mr. Ernie Thieding
McFarland Community Schools
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McFarland, WI 53558

Phone: (608) 838-3146

1st Operational Year: 6/24/74 - 6/23/75

Project CMI/IGE-E
Development of a Computer Managed Instructional Program at the Elementary IGE Schools

This project is designed to study the feasibility of the computer as a tool to assist in handling the myriad student data associated with individualized educational programs. The feasibility study would include the:

1. Identification of procedures and activities used in IGE schools to evaluate student performance and prescribe student activities,
2. The development of a generalized computer system incorporating the activities and procedures operative in the IGE schools,
3. A pilot study in one IGE school simulating the generalized system, and
4. A survey of pilot school teachers to obtain their reaction to the automated system.

A generalized computer system designed during the planning year would be one adaptable to IGE programs, including the Wisconsin Design for Reading Skill Development, to other packaged and marketed programs, and to locally designed programs. The generalized automated system will be simulated manually; there will be no hands on computer activity other than demonstration during the planning year. Computer services are available in Stevens Point from Sentry Insurance and the University of Wisconsin if the project should become operational in subsequent years.

Project Director:

Mr. Emery Babcock
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Stevens Point, WI 54481

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Planning: 6/28/74 - 6/27/75

Early Childhood Education

Project SPICE: Schools and Parents Involved in Communication Through Ecology

A school-community needs survey in Janesville during 1972 revealed the need for a more positive relationship between home and school and a greater involvement between the home and school. High priority was also given to the need for further development of early childhood education, especially in regard to communication skills such as writing, speaking, and listening.

The three major goals of Project SPICE are 1) to stimulate the development of oral and written communications skills through ecology; 2) to involve parents and children in ecology-oriented activities; and 3) to create a greater awareness of ecology among elementary children. Specific objectives state that kindergarten students will be able to create oral stories of at least three sentences in

length and will have ecology vocabularies of at least 50 words. First graders will be able to create written stories of three to five sentences, oral stories of at least five sentences, and will have ecology vocabularies of at least 150 ecology words. Another objective states that 80 percent of the Unit I parents will participate in school activities such as field trips, inservice, special projects, home ecology activities, and advisory committees.

Actively involved in this Title III project are 170 kindergarteners and first graders in Unit I at Monroe School, five teachers, three aides, and the parents of these children. Other units of the school are also indirectly involved through the student model program and participation in various activities.

A wide variety of ecology activities are being used in this project. Students participate daily in such projects as the school garden, seasonal field trips, observation walks on the school nature trail, planting trees and flowers on the school grounds, building terrariums, caring for animals , picking up litter, building bird feeders, etc. Experience stories are used often in both kindergarten and first grade. After an animal tracking experience in the snow, the children were encouraged to write or tell their own stories. The stories, poems, and pictures created by the students in response to both indoor and outdoor experiences are kept in individual folders which are evaluated periodically. Parents are also involved in both school activities and home ecology experiences.

Individual writing folders and tape recordings are the main means of evaluation. Tests on ecology awareness and vocabulary are also being used. A log is kept to record parent involvement, and parent surveys are used to determine worth of involvement.

As part of the project, the Unit I teachers are writing a resource guide which will be made available to other teachers of young children the last year of the project.

Project Director:

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Monroe School
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Janesville, WI 53545

Phone: (608) 754-0271

1st Operational Year: 6/10/74 - 6/9/75

Milwaukee Multi-Media Home Education Project

Research has shown that a child's first six years are crucial in determining his consistent intellectual, physical, and emotional development. It has also shown that those who have contact with the child in the home and the community contribute significantly to these developments. Below national average test scores indicate that Auer Avenue School children need instruction in skills at home which are consonant with those the school expects. Parents in the community are concerned about healthy, successful growth and have indicated their needs for specific help in the home education of their young children.The Milwaukee Multi-Media Home Education Project seeks to satisfy the needs of very young children and their parents for learning and teaching skills in home settings through the utilization of personnel, materials, community resources, and mass media.

The general goals of the project are:

1. To enable parents to develop educational experiences for their children in the context of their home.
2. To improve the overall functioning level of children.
3. To develop and implement instructional program for parent and child to be presented through the media of radio and television.
4. To implement pre- and inservice sessions for project staff and further develop their competencies which will enable them to work effectively with parents of young children in a home education program.

In the first year, procedures will follow along dual lines of developing staff and parent competencies. Orientation of staff and identification of families will be followed by staff pre-service and orientation of parents. Following the needs assessment conducted cooperatively by staff and participating parents, an educational plan will be developed cooperatively by the teacher and parents. Parents will be given instruction in the application of child development and learning principles in their homes. Weekly home visitations will monitor progress of parent and child in the implementation of these educational activities.

Staff of the radio component will identify listening skills, formulate objectives, and develop a 15-week series of 15-minute programs designed to improve the listening and learning achievement of children and involve parents in the process.

Project participants will include the school area parents and children, teacher and school aides, administrative staff, resource personnel, media specialist, and community members.

The total staff will develop a home visitation program utilizing the materials and plans from five models which are particularly applicable to implementation. Much of the material will serve as a basis for a personalized approach to in-service for staff members. Fifteen radio programs which center building of listening skills in children and instruction for parents will also be produced in the first year of the project.

Evaluation procedures include analysis of weekly work record of parents, comparison of staff member performance against mastery specifications, and the completion and

implementation of 15 weeks of 15-minute programs. Project children in the home visitation component will be assessed with the Alpern-Boll Developmental Profile, while project children in radio only and in a combined radio home/visitation program will be tested for improvement in listening ability. The proposed evaluation is intended to provide formative as well as summative information. It will show the extent to which participating parents were able to initiate and implement learning activities to improve the functional level of their children with the help of trained personnel using specific material and specially designed radio programs.

Project Director:

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Phone: (414) 475-8407

Project Coordinator:
Ms. Juliana Rhoten

1st Operational Year: 6/20/74-6/19/75

Project SNAP: Starting New Activities Through Photography

Many of those who study early childhood or deal with young children describe the child between the ages of 4 and 6 as self centered or egocentric. Since self centeredness is a common characteristic of young children, kindergarten teachers who deal with 5- and 6-year-olds in group situations must be concerned with helping the children become more aware of the needs and feelings of others.

In the last few years much has been done in using photography as a method of developing positive self concept. However, this media has not been directly used in the study of self or other centeredness. "Project SNAP" is an innovative project that utilizes photography as a mechanism for helping kindergarten children focus on things other than themselves. It seems that photography should be a useful tool in developing a sense of other since the nature of the instrument forces the child to focus on objects and people outside himself when he is the photographer.

During the 1974-75 school year a pilot program will be run on a set of kindergarteners and control group of kindergarteners in their school environment. By the end of the fourth week of school a teacher aide will rate each project kindergartener (experimental and control group) in terms of "other centeredness" using an evaluation instrument developed as part of the project. During the fifth week of school each experimental kindergartener will be given an instamatic camera, one roll of film and sufficient flashbulbs as well as instructions on the use of these items.

Each project kindergartener from the experimental group will have a month to complete taking one roll of black and white pictures of things that interest him inside and outside of school. When all of the first series of films are returned to the teacher, they will be developed by a commercial developer. When the prints are ready they will be returned to each child and put into a scrapbook and labeled with the help of the teacher aide. These procedures of distributing materials, taking pictures, having them developed and putting them in the scrapbook will be repeated by the same experimental group in November, January, and March.

After the fourth series of pictures have been developed, the teacher aide will reevaluate the project kindergarteners using the same observation instruments that were used in the beginning of the project. The project director will compare data from the first and second evaluations of the project kindergarteners to determine changes in attitudes when all observations have been completed by the rater.

Project Director:

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Sheboygan Public Schools
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Sheboygan, WI 53081

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Planning: 6/15/74 - 6/14/75

Home Aid for Parents in Preschool Education

Project Director:

Mr. Arthur Stengel
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Highway P
Oconomowoc, WI 53066

Phone: (414) 567-6963

2nd Operational Year: 2/15/74 - 2/14/75

Education of the Handicapped

A Resource Cadre Approach for Providing Expanded Services to Exceptional Children

The intent of this innovative project is to develop those necessary procedures and activities whereby all exceptional children within CESA No. 1 area will be given the opportunity for appropriate educational placement through involvement of a "resource cadre principle". This cadre supported through the project, will provide services to children with exceptional needs, with the intent of properly assessing their needs and insuring that the needs of each child are met through an appropriate educational program.

The specific goals of the project are: 1) children, age 0-20 will have the opportunity for more appropriate programing and services through the identification of needs which are over and above those which can be normally handled in a regular school program, 2) exceptional education programs will be developed to meet the needs of handicapped children as a result of Goal 1, and 3) children in programs for exceptional children will have the opportunity for improved instructional offerings through the provision of inservice work in the area of curriculum development and accompanying methodology.

Project Director:

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CESA No. 1
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Ashland, WI 54806

Phone: (715) 682-2316

1st Operational Year: 6/30/74 - 6/29/75

Utilization of Broadcast Television to Inservice Special Education Teachers

This project will develop and utilize a series of half-hour television videotapes and necessary supportive materials on selected special educational topics aimed at increasing the knowledge and teaching skills of teachers working with children with exceptional needs. The project will utilize the medium of broadcast television in providing teachers with information based on their identified needs.

With the rapid developments occurring as a result of Chapter 89, teachers of children with exceptional needs must not only keep abreast of those new developments, but must possess accurate and worthwhile information. Inasmuch as broadcast television is able to reach great numbers of teachers at the same moment with a uniform message, it provides the medium to upgrade their competencies accurately and currently. During this initial operational year, and through the second and third years, the project will continue to seek to identify areas of need and to provide programs aimed at those needs.

Project programs will result from local production efforts and from a constant and continuing search for existing programs. In all, during the first year of the project, three programs will be produced and at least two other existing programs identified. Based upon a needs assessment undertaken during the planning grant, two program content areas have been identified for production. They include a program and support materials on classroom support personnel and teaching reading to children with exceptional needs. Specific content and additional materials will be developed in accordance with the procedures identified during the planning grant.

Project Director:

Mr. Ralph Whiting
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1st Operational Year: 6/28/74 - 6/27/75

Development of a Framework for Teaching Language Skills Necessary for Academic Learning to Handicapped Children

Research projects conducted within the Madison Public Schools and data obtained from a planning grant for this project (1973-74) revealed that teachers of handicapped children were generally unable to provide language training (i.e., grammatical and syntactical structure and concepts - cognition) in the necessary developmental increments. A great need exists in providing training not only in assessment and teaching strategies but most importantly in correlating language and cognitive (conceptual) skills with academic training.

The general goal of this project is to develop a framework for teachers of handicapped children to assess and teach strategies of language behavior inherent in academic learning. This includes an analysis of teachers' language behaviors. The focus will be on the *process* of language rather than on specific techniques. Critical language concepts inherent in reading, math and oral language are being examined.

Videotapes and booklets will be developed depicting assessment and teaching procedures. Inservice programs will be used to train teachers to use the new formats. There will be ongoing evaluations to enable the project staff to check on the results and make revisions if necessary.

Five teachers and their classes in areas of learning disabilities, educable mentally retarded, emotionally disturbed and hearing impaired will be involved in the project. In addition, five teachers in special education and their classes representing a cross-section of population from areas outside of Madison, Wisconsin will be included.

Evaluators will be selected from specialists in special education and communicative disorders from the University of Wisconsin, public school communities and the State Department of Public Instruction. They will evaluate the videotapes, booklets, and inservice training sessions to determine whether the criteria stated in the goals and objectives have been met.

Project Director:

Ms. Sara Pollak
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1st Operational Year: 6/10/74 - 6/9/75

High Intensity Articulated Service Model in Emotional Disturbance

Programs for the seriously emotionally disturbed of all age levels are of increasing importance to every school district. While a range of services is recommended to accommodate the various degrees of disturbance, the recent trend both in teacher pre-service training and in program development has been toward resource programs which do not effectively provide for the more serious problems. The local district must develop a delivery system for serving the seriously emotionally disturbed; articulate that system with the existing services to deliver a comprehensive service for all emotionally disturbed children; and retrain current staff. The major purposes of this project are:

1. Develop and validate a segregated high intensity program for the seriously emotionally disturbed (preschool-secondary) articulated with existing special education-emotionally disturbed programs in regular schools.
2. The systematic provision of inservice, and retraining of the existing special education-emotionally disturbed programs in regular schools.
3. The systematic provision of inservice, and retraining of the existing staff to deal effectively with the serious and complex problems presented by disturbed students.
4. The coordination of home, school, and community resources on behalf of the student to provide consistency of behavior management.
5. The development of elements necessary to demonstrate service effectiveness through all levels of service.

Project Director:

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Project Coordinators:
Ms. Dee Tull & Mr. Jack Schroeder

2nd Operational Year: 6/25/74 - 6/24/75

An Early Intervention Program for Language Handicapped Preschool Children

This project is intended to aid language handicapped children between the ages of three and five years who live in the Neenah Joint School District. Initially the children living within the boundaries of Taft School will be the target of identification, selection, and remediation efforts. The second and third years of the project will involve an increase in the number of participating families and an increase in the number of language intervention programs within the Neenah Joint School District.

The goals of the project are:

1. To identify preschool children within Taft School boundaries who have language handicaps and to select children to participate in the proposed language program.
2. To provide remedial services within the school which are both experience based and individually formulated.
3. To train parents to facilitate improved communication behavior from their child.
4. To involve high school students in early intervention into communication handicaps.
5. To provide administrative structure and techniques which may be used to continue the proposed program after outside funding has been terminated.

Children within the three to five year range will be interviewed using a language screening test. Those suspected of having language handicaps will be given a formal battery of tests by a speech and language clinician, a pre-school specialist, and a psychologist. A social worker will interview the parents to investigate the family history and to determine their willingness to participate in the program.

The children selected will be enrolled in a program which will meet weekday mornings at Taft School. This group of children will be taught by a speech and language clinician and by a preschool teacher, and will be assisted by two instructional aides. The classroom sessions will consist of group language stimulation activities which will be experience-based and of individually planned lessons based on a remedial prescription formulated for each child.

A home-communication plan individualized for each child will be developed and will be carried out by parents. The parents will receive language facilitation training at Taft School under the direction of the clinician and the teacher, and they will participate in certain activities prior to carrying out the home-communication program. Language activities will not only take place in the classroom but also in the kitchen to more closely simulate home environments. Video recording equipment will be used to help the parents monitor and improve their language interactions with their child in both the classroom setting and the kitchen setting.

Project Director:

Mr. John Hovie
Taft School
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Neenah, WI 54956

Phone: (414) 725-3151

Project Coordinator:
Ms. Sandra Ansfield

1st Operational Year: 6/30/74 - 6/29/75

The Development of a Cost-Efficiency Model to Assist in Special Education Program Decision-Making and Financing

Special education programing has traditionally been thought of as being good for children with exceptional educational needs, but actual documentation of such evidence on a cost-effective basis has been lacking, if not completely void at the public school level. The Wausau District Public School system is projecting at least a $500,000 to $1,000,000 increase in expenditures over the next few years for personnel, equipment, facilities and programs to meet the needs of school-aged persons with exceptional educational needs in accordance with the mandate of Chapter 89, Wisconsin Laws of 1973. Based upon the premise that an additional million dollars is going to be spent in Wausau for special education over the next few years, the most critical need is the development of a cost-efficiency procedure to assist the district administrators and Board of Education in determining the effectiveness of special programs on a child-related cost-reasonable basis.

This project will develop a special education cost-efficiency model in a systems analysis format. This model will allow for: 1) the identification of special education priorities based on the generation and adoption of goals and related objectives; 2) the development and selection of alternative ways to maximize student attainment of the goals and objectives at least cost, and 3) the evaluation of the results obtained on the basis of cost-effectiveness.

Project Director:

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Planning: 6/30/74 - 6/29/75

Development of a Comprehensive Plan to Assist CESA #14 Schools in Developing Appropriate Services Necessary in Meeting the Exceptional Needs of All Children as Defined in Chapter 89 of the Wisconsin Laws of 1973.

The state of Wisconsin has recently passed mandatory legislation (Chapter 89, Laws of 1973) which requires that all children, from ages three through 20 having exceptional educational needs, shall be provided appropriate public school programs. Consistent with the philosophy of this new legislation, Cooperative Educational Service Agency No. 14 has undertaken the task of determining an effective agency-wide procedure for comprehensive implementation of special education services.

Exceptional educational program assessment and implementation in southwest Wisconsin will be exceedingly challenging since there are numerous limiting factors unique to the CESA No. 14 area. Exceptional educational programing in CESA No. 14, at the present time, consists of programs for retarded and speech and language impaired youngsters, while little programing preparation has been done in other exceptionality areas. In addition, the majority of the 31 school districts encompassed in CESA No. 14 have extremely small population bases which limits the feasibility of program development, particularly for low incidence exceptionality areas. Coupled with the problem of small population bases is the added difficulty of traveling long distances in a basically rural area either in the form of itinerant professionals or in transporting students to centrally located facilities.

The individual and combined effects of the factors outlined above have caused a tremendous need for coordinated, data-based programing efforts. In response to those factors, this project will be directed toward the development of a plan that could assist all school districts in CESA No. 14 in delivering mandated special education services to all children with exceptional educational needs.

Individual district and composite agency-wide exceptional education programmg plans will be developed during the project year. A final plan will be composed of individual districts and a composite CESA No. 14 report outlining short and long range exceptional education program development goals and procedures.

Surveys of present program adequacy and needs, available facility and personnel resources, and existing replicable service delivery models will be jointly composed by the project director and a planning committee representative of the CESA No. 14 area. Survey data will be compiled by the director and all reports will be submitted to the planning committee for criticism and approval based on previously established survey criteria. The final individual district and composite CESA No. 14 reports will also be critically evaluated by an appropriate panel of experts.

In addition to the comprehensive final report, the director will develop, and submit to the planning committee for approval, a Title III operational proposal as the evaluative product of the project needs assessment. The operational proposal will be directed toward the effective implementation of the program models proposed during the planning phase of the project. Program models will be implemented on a priority basis and will be evaluated on the basis of adequacy to the area of exceptionality and effectiveness in facilitating student learning and behavioral improvement.

Project Director:

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Planning: 6/17/74 - 6/16/75

Evaluating Two-Track Programming for Hearing Impaired Children

Project Director:

Mr. William R. Morehouse
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2nd Operational Year: 6/1/74 - 5/31/75

Educational Television

Planning a District Staff Inservice Program for the Development of Competencies Necessary for Exemplary Use of Cable Television for Instructional Purposes

In October, 1972, the Monona Board of Education appointed an ad hoc committee on cable television. The committee, composed of two administrators, nine teachers, and nine parents, was charged to: 1) make recommendations that would assist and guide the Board of Education in formulating policy with respect to utilizing cable television for educational purposes, and 2) make broad recommendations that would provide an implementable plan for the school district's involvement in educational programming.

The ad hoc committee's report, submitted on February 20, 1973, noted the need for utilization of cable television in this district. They also called for the design, development, and implementation of a staff inservice program.

The general purpose of the project is to increase community awareness of how cable television can contribute to instruction and to train teachers in the utilization of cable television in the classroom. There are two goals for this planning project: 1) design, development, and implementation of an inservice program for a representative cross-section of the teaching staff K-12; and 2) planning and development of an operational proposal related to exemplary use of cable television for instructional purposes.

The following objectives have been developed: 1) at the end of the fourth inservice workshop, 90 percent of the project participants will be proficient in the operation of television equipment as evidenced by their performance on an evaluative checklist instrument; b) by the end of the sixth inservice workshop, 90 percent of the project participants will have learned production techniques appropriate to educational programming as evidenced by their performance on an evaluative instrument; c) by June 27, 1975, at least ten videotaped programs to be used during the 1975-76 school year in the district's instructional program will be completed by project participants; d) by June 27, 1975, 90 percent of the project participants will evidence a positive attitude towards the utilization of cable television for instructional purposes and the involvement of classroom teachers in such utilization. Their responses to a pre and post evaluative instrument will provide such data; and e) by June 27, 1975, an operational proposal will have been completed by the project coordinator and will be ready for submission to the State Department of Public Instruction.

The evaluation of the above objectives will be facilitated by testing instruments developed by the project coordinator. These instruments will be designed to measure the participants' proficiency in the operation of television equipment, to measure the participants' ability to select and utilize effective programming techniques, to measure attitudinal changes demonstrated by participants, and to measure the quality of the finished videotaped programs. The data generated from these evaluative processes will be analyzed to determine the validity of the behavioral objectives.

Project Director:

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Planning: 6/28/74 - 6/27/75

Public Access Cooperative Television (Project PACT)

Project PACT seeks to establish and implement a regional cable television network model which will permit drawing upon the unlimited regional and local personnel expertise and resources via the two-way, 12-channel loop interconnect provided by Warner Cable of Oshkosh. Phase I of the project will provide an operational basis of the local cable system and will develop a plan for an interconnect with the University of Wisconsin–Oshkosh, the public library, the museum, the arboretum, and the city hall within the Oshkosh community. The project is planned to extend into other communities of the Fox River Valley.

Goals of the project are to: 1) plan, organize, and develop an operational program; 2) develop and conduct inservice programs designed to acquaint central office administrative staff and public and nonpublic school building principals with the potential of cable television on

the district, community, and regional levels; 3) develop and conduct inservice programs with Oshkosh public and nonpublic school classroom teachers; and 4) provide for the development of an operational proposal incorporating the facets of the previous goals providing for the establishment of a model program on the district and community level which will provide the basis for developing public access cooperative television (Project PACT) with other communities in the Fox River Valley cable television on a regional level.

Through this project, educators, community leaders, and the general citizenry will develop an awareness of the potential of cable television. The major expected outcomes of the project are the development and refinement of a model which could be expanded to include numerous communities in the Fox River Valley; greater utilization of the University of Wisconsin–Oshkosh staff, equipment, and facilities; greater utilization of personnel expertise and resources of the public library, museum, arboretum, city hall, etc. within the Oshkosh community; greater utilization of the personnel and resources in the other communities linked by cable; and the establishment of greater familiarity of the abundant resources and expertise with the adult citizenry of the community. It is believed that needs of preschool children could be met too.

Inservice training programs will be evaluated and analyzed. They will provide the basis for structuring future inservice training programs. Evaluation instruments will be developed to measure the impact that has been made in the total instructional program of each school after the program has been in operation.

During the 1974-75 school year, the project seeks to obtain data which will indicate the unlimited potential of cable television and to ascertain how much of that potential will be implemented in the total instructional program of each school.

Project Director:

Mr. Ray A. Schroeder
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Planning: 6/28/74 - 6/27/75

A Proposal for Cable Television Utilization in the Unified School District #1 of Racine County

It is the intent of this project to provide the necessary basic support and programing to enable the students and staff of the Unified School District of Racine, Wisconsin, to effectively utilize television in the educational program. The major goals and objectives of this project are:

1. *Goal*–giving teachers the opportunity to receive training in basic television utilization skills.
   Objective–as a result of their participation in inservice training sessions in the area of television utilization, teachers will exhibit significantly higher scores on an instrument measuring knowledge of basic television utilization skills.
2. *Goal*–providing television graphics services to assist in developing our television superband cable, Channel 13.
   Objective–as a result of being provided with information and demonstrations in producing television programming, district staff members will demonstrate a 20 percent increased mastery level in knowledge and application of selected television graphics techniques on a checklist.

To achieve their objectives the project staff will implement a district-wide program of building level training sessions for improving teacher competencies in television utilization.

A set of processes will be implemented in order to facilitate the planning, scripting, production and utilization of locally produced videotapes for viewing by District students. A format will be developed for a series of regularly scheduled district-wide school communication television programs. Finally, personnel and resources will be organized to insure effective implementation of these processes and programs.

A team composed of an outreach television utilization specialist, a television graphic artist, and a secretary will be employed to work with district teachers, principals, subject area consultants, and central office administrative staff. In addition to the information obtained from the pre- and post-tests and checklists used in the various training sessions, a number of videotapes will be produced (approximately one each 90 days or three months during the project).

Project Director:

Mr. William D. Grindeland
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Racine, WI 53404

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1st Operational Year: 6/28/74 - 6/27/75

Video Oriented Teaching Elements

The goal of this project is to plan, develop, and prepare a pilot television program related to governmental functions. The pilot program should also provide the best possible learning tool and environment for the students involved and provide them with new knowledge and insight as well as to engender in them the desire to be aware of, and to be active in local governmental units. Some of the specific objectives of the project are: 1) to select a target audience from which audience needs are to be determined by either a pre-developed or locally developed survey instrument, 2) to hold a series of inservice sessions and/or workshops on writing and producing a television program, 3) to produce a television program based on the needs determined earlier, and 4) to use the television program as a tool to motivate students toward active participation in elections and in government.

A survey will be made of a selected target audience to determine the needs, from which a sample pilot television program will be developed. Due to the fact that this project is highly technical in nature, several inservice sessions and/or workshops will be conducted for the purpose of introducing and acquainting the participants with the many aspects of television utilization in the classroom and television program production. During the inservice sessions and/or workshops, the participants will be working with such things as: a) classroom utilization of television; b) technical aspects of program production; c) equipment operation; d) set and prop design; e) lighting and sound; f) writing and editing television scripts; g) graphics and software production; and h) AV materials utilization in relation to TV programs. After the pilot television program has been approved, the videotape of the program will be shown to the target audience to determine if it meets the needs that have been identified. A feedback device will be prepared to evaluate the success of the pilot program.

It is hoped that the pilot television program will motivate students to become more active in school, local, state, and federal government activities.

Project Director:

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Richland Center, WI 53581

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Planning: 6/24/74 - 6/23/75

Fine Arts

Drama as an Important Classroom Tool

Drama As An Important Classroom Tool, an undertaking of NEWIST and CESA No. 9, is a media-based (television) teacher training program which seeks to respond to the demand for more knowledge and training in the use of creative dramatics and related techniques. A 1973 survey of CESA No. 9 area public and private schools revealed that despite overwhelming approval of creative dramatics (an average of 75 percent of the 346 teachers responded as favoring the teaching tool), less than 25 percent of the teachers (excluding kindergarten teachers) were using the method. For example, despite a 73 percent approval by seventh to ninth grade teachers, only 16 percent actually

used the methods, principally because they lacked the training. In brief, there exists a wide gap between the demand and use of creative dramatics which tends to widen from the kindergarten through the elementary and junior high school grades.

The project has as its goal an increase in knowledge, skill, practice and regular use of creative dramatic techniques in the classroom through a series of television programs. While a major effort is being expended on developing an effective teacher training program, the ultimate success of the project must rest on the expected impact of the teaching methods on the students.

The television series will consist of inservice programs for teachers and telecast lessons for pupils. There will also be several live contact sessions with ten teachers. These teachers, trained by two master teachers in creative dramatics are called journeymen. Although master teachers will train the journeymen, it will be the journeymen who will be doing the demonstration teaching on television. Teachers in the CESA No. 9 area will be able to see that people just trained in the methods will be able to teach creative dramatics to their own students in the classroom. It should give teachers watching the television programs the assurance that they, too, can use techniques competently in their own classrooms.

Journeymen and their own classrooms will serve as film and tape subjects for the inservice programs. After the series is produced, journeymen will serve as field representatives for the project.

In short, the project has two phases. In Phase 1, ten journeymen-teachers and their classes (Grades 1-9) will participate. During Phase 2, the ten journeymen-teachers will instruct approximately 100 apprentice teachers and their classes (Grades 1-9) through the television programs.

Project Director:

Mr. Russ Widoe
NEWIST–UWGB
WPNE-TV
Green Bay, WI 54302

Phone: (414) 465-2599

Project Coordinator:
Ms. Eileen Littig

1st Operational Year: 6/1/74 - 5/31/75

MODULS-MT: Musical Opportunities Designed for Unlimited Learning (for the Musically Talented)

The broad goals of this program include: 1) helping musically talented students develop and improve performing music skills through experiences with a wide variety of solo and ensemble literature, 2) encouraging musically talented students to work independently using tapes and accompanying music literature as a base from which to proceed on their own to develop related skills such as listening, conducting, arranging, organizing groups, and writing original compositions, and 3) improving the quality of the listening and performing of the musically talented students in other musical activities in which they participate.

This project provides models for talented middle school students to use in preparing for performances. A series of cassette tapes with progressive levels of technical and musical difficulty, both vocal and instrumental, have been prepared for student use. One side of the tape is a performance with accompaniment. The reverse side of the tape is an accompaniment only. Students listen, practice alone, and then practice with the taped accompaniment. A study guide, prepared by a staff member is available with each tape.

Students using the tapes learn at their own rate with no pressure. Teacher help is available when needed, but the teacher will no longer function merely as an accompanist. It is hypothesized that students will be more effectively served both by the program and by more effective use of teacher time.

Project Director:

Mr. Stanley Angell
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E. G. Kromrey Middle School
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Phone: (608) 836-7341

Project Coordinator:
Ms. Lois Gurske

2nd Operational Year: 5/1/74 - 4/30/75

Project AWARE - Art with Aesthetic Resources for Enrichment

Art education in recent years has tended to emphasize the creative or studio experience, almost entirely to the exclusion of the historical and cultural heritage of art. Project AWARE seeks to counterbalance this trend in the Sheboygan Public Schools by developing an art enrichment program focusing upon the history and appreciation of art for all children in the elementary public and private schools. Project AWARE seeks to nurture the aesthetic awareness and understanding in children so that they may be able to: recognize art forms in the environment; feel inherent qualities in objects and works of art; understand design concepts and recognize elements and principles of design as they function in works of art; enjoy and understand works of art in the context of their history; talk intelligently about art and use an expanding art vocabulary; recognize expressive qualities of the artist; understand different media, techniques, and craftsmanship in art works; recognize creative or inventive qualities in art; analyze, compare, and make value judgments relative to works of art; apply art concepts in enriching daily living.

A second major goal of Project AWARE is to actively involve members of the community in all phases of the art enrichment program. Directly involved in AWARE, in addition to its director and coordinator, is a continuing planning committee consisting of representatives from public and private school personnel at all levels, AAUW, John Michael Kohler Arts Center, Mead Public Library, parent groups, art specialists, community artists and designers. These persons and the groups they represent, as well as volunteers recruited from the community, will play an important roll in carrying out the project objectives.

AWARE will provide children with a wide variety of learning experiences, emphasizing creative approaches, discussions and curriculum games. Under the direction of volunteers from the community and teaching staffs, children will study works of art from a collection of 400 prints as well as a number of three dimensional art objects. AWARE will design and produce 12 large portable learning modules and 24 small learning modules that can be moved from building to building for children to view and manipulate. Small and large group field trips will be planned to the John Michael Kohler Arts Center, Mead Public Library, architectural, natural, and man-made design sites, out-of-town museums, and places where artists work. Children will meet with local artists and designers who will demonstrate or present their experiences in the world of art. A pool of community resource people, such as designers, craftsmen, architects, and artists, is being developed as well as a list of sites for field trips and sources of information.

In evaluating the effectiveness of the project pretests will be given in September 1974 to a sampling of fourth and sixth graders using the Art Vocabulary Test (Silverman, Hoepfner, Hendricks), a self-constructed Art Judgment Test, and a self-constructed Aesthetic Perception Test. These pupils will be retested in April 1975. Other methods of measuring pupils' aesthetic growth will include: informal conversations with children, questionnaires, observation during activities, tape recordings of class discussions, interest inventories, and comparisons of past behavior in a given situation. Deriving from these methods will be data showing the amount of children's growth in the use of art vocabulary, making art value judgments, understanding design concepts, interest and enjoyment of art, and in recognizing the expressive, creative, or inventive qualities in art.

Project Director:

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1st Operational Year: 4/15/74 - 4/14/75

Gifted Education

An Early Program for Gifted Children

The gifted project of Racine Unified School District No. 1 has been designed to provide special programming for gifted children at the initial stage of their formal education. The first goal of the project is to screen all entering kindergarteners in order to identify those who need special programming in order to fulfill their early potential. Special efforts are being taken to insure that all community populations are represented proportionately in the program.

The second goal of the project is to determine under carefully controlled experimental conditions the comparative effectiveness of three different educational programs designed specifically to meet the learning needs of gifted children who are enrolled in regular kindergarten classrooms. The first program uses kindergarten teachers with special training in gifted education. The second program uses a group of itinerant specially trained high school student volunteers. The third program uses one specialist to work with parents of gifted children. There is also a control group of gifted children who will participate in no special program.

A product of this project will be a screening battery to identify gifted youngsters at an early age. At the initial stage the state of the testing art dictated that identification be geared toward intellectual giftedness. An awareness that gifted children vary greatly in skills, accomplishments, interests, motives and learning styles, along with an awareness that cultural bias is an inherent factor in tests of intellectual ability, will guide a concerted search for other validated means of identifying gifted characteristics and

needs in young children. Other means considered will include parental identification of potentially gifted children, locally developed creativity tests and demographic variables. Work is in progress on a computer program which will allow for full analysis of the screening results, carry out followup validation studies and conduct item analyses so that test bias can be eliminated.

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1st Operational Year: 3/11/74 - 3/10/75

Development of Total Talent

Project DOTT is presently serving four small communities in central Wisconsin in an effort to assist academically gifted secondary rural students. Students, in and out of their classrooms, are given opportunities for more divergent thinking, for practicing leadership and communication skills, for investigating career interest in depth, for participating in cultural activities along with other intellectually gifted youngsters, and for exploring personal interest areas with the help of mentors.

The general goals of the project are:

1. To validate guidelines which will improve the educational opportunities for intellectually gifted children in small rural communities.
2. To allow gifted students to enjoy an increased number of choices, based on their improved understanding of themselves and their society, and to assist them in recognizing and accepting the challenge of their unique potential.

It is anticipated that the product of this project will be four communities which are aware of the unique needs of their gifted youngsters and of methods of providing answers for those needs.

Project Director:

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Stevens Point, WI 54481

Phone: (715) 346-3151

Project Coordinator:
Ms. Jean McQueen

1st Operational Year: 3/18/74 - 3/17/75

Project BRIGHT - Building Resources to Instruct Gifted and Highly Talented

Project Director:

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2nd Operational Year: 3/1/74 - 2/28/75

Indian Education

A New Start in Indian Education

Ashland is a city of 10,000 population located in northwest Wisconsin. The Ashland High School has an enrollment of 823 students, including 70 members of the Chippewa Indian tribe. Some of these Indian students live in the city of Ashland. Others live on the Bad River Indian Reservation 10 miles from Ashland.

Under a Title III planning grant in 1972-73, a study was conducted to determine the needs of Ashland Indian students as perceived by the Indian community, students and school staff. This needs assessment program revealed that Ashland High School needs:

a. A more humanistic approach in teaching Indian students.
b. Greater opportunities for individual assistance for students in various courses as well as reading.
c. More effective two-way communication, both internal and external, between the school and the Indian and non-Indian community in terms of awareness of school programs and awareness of students' progress in school.
d. An Indian history/culture program that is a continuous K-12 program.
e. A greater amount of quality instructional materials which emphasize Indian culture and history.
f. Greater involvement of Indian students in curricular offerings.
g. Greater awareness of career education and employment information by Indian students.
h. The employing of Indian staff people that Indian students can relate to.

The purpose of this project is to create an environment for learning at Ashland High School which will have a positive impact on Indian students and which will prepare these students for meaningful lives as adults.

The specific goals of the project are:

1. To develop a mutual understanding of each other's problems which will result in renewed faith by the Native American Indian community and the Ashland community in the schools through a system of communications between the schools and the Indian and non-Indian community.
2. To staff and develop a Native American Study Resource Center responsible for designing curricular offerings in the area of Native American History and Culture and disseminating instructional materials throughout the school system (K-12).
3. To provide human relations training and bicultural education awareness through staff development.
4. To prepare students for immediate job placement, vocational training, and/or college training, through curricular and extra curricular activities.

Project Director:

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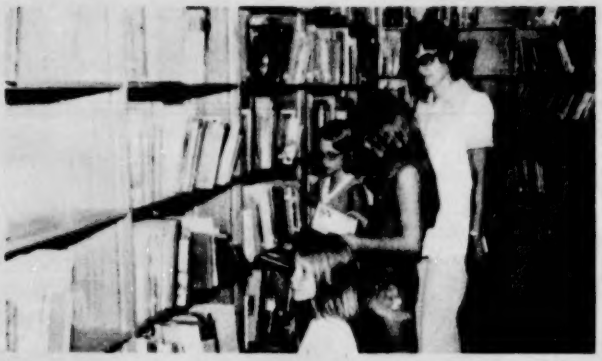
1st Operational Year: 6/26/74 - 6/25/75



Project READER: Redesigning Educational Activities to Develop Effective Readers

Project READER will provide alternative methods for learning in the academic areas for the "problem reader" at the intermediate and junior high school level. Since the traditional methods of remediation have often resulted in an increased frustration level, the need has been felt to provide the problem reader with other techniques of classroom interaction and materials that will rely less on the printed page but still allow him to gain knowledge in the content areas of language arts, math, science, and social studies.

The objectives for the project are: 1) to demonstrate, develop, and to make effective use of learning activities in the basic academic areas which minimize or eliminate the dependence of the student on reading the traditional learning materials, 2) to develop and demonstrate (field test) teaching methods and classroom management techniques which will relieve the frustration-produced anxieties which intensify reading problems and interfere with the usual remedial reading efforts, 3) to increase the variety of remedial approaches which might be used by teachers in grades 4-6 that would avoid the pressure which might produce anxiety, 4) to examine, identify, and develop methods of selecting and training teachers who will have the human relations qualities and characteristics which lead to greater success in relieving frustration-produced anxieties and bring not only a better affective response to learning and the school, but also, will improve reading skills, and 5) to create an awareness and a commitment by the Board of Education to providing a greater variety of instructional materials, recognizing the wide range of reading abilities of students.

Project teachers will receive in-service training using various readability formulas to enable them to select materials that *all* students may read or use with success. These materials will be recorded in list form for the four academic areas for the later use of all teachers. The lists will contain teacher-made and commercially available materials. An inservice class, "Effective Use of Audio-Visual Equipment and Materials," will be conducted for project teachers so that they might produce custom-made learning materials which require minimal reading. The teacher-made materials will be field tested for appropriateness.

Students who have scored in the lower 15 percent band of the Gates-MacGinitie Test will receive special consideration for the project. The students will be screened further by the project director and her assistant. The screened students will not be removed from the regular classroom, however, they will work in the classrooms of project teachers, and will use the specially identified materials along with other members of the project teachers' classes. The use of materials by the project students will be recorded in teacher logs, viewed by classroom observations, and videotaped. An attitude survey will be administered in the fall and again in the spring to project students to determine if they have developed a more positive attitude toward school.

Videotapes will be used to demonstrate to fellow teachers different modes of classroom organization in working with reluctant readers as well as other students in presenting content materials. The project will involve a maximum of 36 teachers. One teacher from each academic area (language arts, math, science, and social studies) from the 7th, 8th, and 9th grades from the two junior highs will be involved. Three elementary schools will also be included. From the three schools, one teacher at 4th, 5th and 6th grade levels will be included.

Project Director:

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1st Operational Year: 6/24/74 - 6/23/75

Improving Reading Literacy Through Literature for Primary Children

This project attempts to improve the vocabulary and expand the experiential background of primary children. An effective program model will be developed to improve the reading literacy of primary children through a unique multi-media approach using outstanding children's literature. Implementation strategies will be developed to broaden the teacher's repertoire of techniques for using children's literature and radio.

The first objective for the project year is to design and produce a model radio program for primary children which is acceptable to a panel of experts and to 80% of a sampling of primary children. The second objective is to develop implementation materials, pupil activities and an inservice education plan related to the model radio program which are acceptable to the majority of members of an instructional committee.

In order to meet the needs and objectives of the project, project personnel will make an extensive review of the professional literature as it relates to improving reading literacy through the use of children's literature. They will obtain the assistance of consultants from within and outside the Milwaukee Public Schools who have expertise in the areas of children's literature, reading, primary education and media for the purpose of establishing criteria for selecting literary content to be used in producing model radio programs.

Two or more desirable program formats will be developed as prototypes for producing the model radio program. During the planning grant period, it is anticipated that one fifteen-minute radio program will be developed for the first year primary pupils. Accompanying materials and learning activities will be designed to increase and strengthen listening, speaking, and reading vocabularies. By the end of the planning project, teacher needs for inservice work will be determined and a plan formulated for orienting them to the use of the radio program and follow-up materials and activities.

Project Director:

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Planning: 6/24/74 - 3/1/75

Project STARR (Students Are Reading Right) - Discovering and Developing Yourself Through Reading

The growing number of students with inadequate skills is a matter of grave concern in the Neenah Public Schools and indicates a need for drastic changes in the teaching of reading. The poor reader is likely to repeat grades and become increasingly handicapped, often leaving school without graduating. Failure in reading causes the student to perform poorly in other subject areas where reading is required. Project STARR seeks to remediate reading problems at an early point in a child's educational development and to remove barriers to learning in other subject areas.

Project STARR is a remedial reading program emphasizing empathy with the learner, development of a stable

self-concept, attention to individual differences, need for varied instructional methods, and different strategies. This program treats the child as a whole entity, giving attention to the effective and physical domains, as well as the cognitive. Emphasis is placed on developing satisfying pupil-teacher relationships and learning experiences that can transfer into other areas of a child's school, family, and social life.

Children in the STARR program learn to map out their own learning program and to evaluate their progress. In this way the children experience a greater sense of involvement and personal control over their own future. The teacher assists, aids, helps and guides, but she does not direct.

Project Director:

Ms. Margarete Dix
Wilson Elementary School
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Neenah, WI 54956

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1st Operational Year: 6/30/74 - 6/29/75

Reading As Each Adolescent Desires (READ)

Evaluations, observations, and test results indicated a need to improve the educational opportunities for sixth grade students in the Rice Lake Middle School. The purpose of this project is to help students feel good about themselves and encourage them to choose and read widely. The three objectives of the project are: 1) to place students in a situation in which they can meet with success, 2) to correct any remedial physical deficiencies hindering learning, and 3) to provide many opportunities for students to express themselves orally and in writing.

Testing and evaluation data will be used to determine appropriate activities and experiences for each student. Each student will be given opportunity to select his own reading material, refine needed study skills, and practice oral communication. Learning center packets and job cards are being prepared for self-instructional purposes, and they will be placed in an Instructional Materials Center for use by approximately 110 sixth grade students involved in the pilot program.

Data will be collected from pre and post questionnaires and graphs to determine if students are reading more as a result of the project. Evaluations will also be made of the lessons developed by the staff. A checklist for staff to monitor each other will be used to check effectiveness of procedures and student response.

Project Director:

Ms. Florence Bergseth
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Rice Lake, WI 54868

Phone: (715) 234-8157

Planning: 4/8/74 - 4/7/75

Providing Optimal Learning Environment for Reluctant and Unsuccessful Readers

The general goal of this project is to determine an optimal learning environment for children with average or above average intelligence who are not making satisfactory progress in learning to read and are not applying skills in their independent and recreational reading. Environmental factors will be changed in an attempt to improve learning conditions for students in grades 2, 3 and 4 who cannot and/or do not read. Specifically, the project will pilot test three different reading approaches to determine which approach is most successful in meeting the needs of disabled readers.

Careful and complete records will be kept and data will be compiled in order to determine:

1. how progress with any one of these plans compares with progress in any of the other plans or with the non-controlled grade group,
2. how interest in reading and amount of reading done by these groups compares with the non-controlled group, and
3. which of the three plans one to one instruction, language experience approach, saturation of environment with reading materials shows the most promising results as measured by 1 and 2 above.

Project Director:

Ms. Elinore Jenkins
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Phone: (608) 647-6611

Project Coordinator:
Ms. Elda Fry

Planning: 6/24/74 - 6/23/75

Project READ: Reading Expectancy and Achievement Demonstrated

The need for students to be functionally literate at the time they complete high school has been termed a basic human right in America. Despite such proclamations evidence continues to mount that between 25 percent and 30 percent of graduating seniors have not attained functional literacy. Many attempts to correct this dysfunction in our educational system have been made most of which have focused upon what is read. A second strategy has been to manipulate the way in which reading is taught without producing students who can read better.

Project READ will focus attention on four basic needs, namely, student needs, program needs, organizational needs, and instructional needs. These needs are reflected in the goals of the program which are: 1) to assist students in narrowing the gap that exists between their reading potential and their actual reading performance; 2) to increase the number of functionally literate students in project schools; 3) assist project teachers to develop a systematic, diagnostic procedure which will enhance the teaching of reading regardless of content area taught; 4) to assist school districts to increase their resource potential for teaching reading; 5) to identify the needs of teachers with respect to skills needed for teaching competency in reading; and 6) to motivate school systems to identify reading as a priority by boards, administrators, and staff.

Student and teacher participants in the project are selected from grades 4 through 8 in six school districts. Teachers will be selected from subject areas as well as self-contained classrooms, while the students will be selected on the basis of the discrepancy between their reading potential and reading performance.

Being exemplary, the project will utilize many of the major features of proven programs. Such programs will include the Cloze procedure as a diagnostic tool and teaching technique for comprehension in reading and the use of informal reading inventories which have been successfully utilized in the area of reading. Inservice programs will assist participating teachers in understanding and effectively using these methods of teaching reading.

The project will be evaluated on the basis of a narrowing gap between reading potential and reading performance in students participating in the project. Teacher change will be monitored, measured, and compared to the reading performance of students in order that successful methods and techniques can be adopted throughout the school district. The data expected as a result of the project should reflect changes which occurred in students, programs, school organization, and instructional techniques. This data will indicate the type of changes school should make to assure better and more functional readers through expanded instructional techniques.

Project Director:

Mr. Robert Schramm
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1st Operational Year: 5/6/74 - 5/5/75

Rural Schools

Consortium Curriculum Development for Small Schools

With the present tax base, small school districts find it difficult to support educational institutions which can offer the kind of education needed by the student of today. In an attempt to improve educational opportunities for their students, representatives of five small Wisconsin communities–Arcadia, Blair, Independence, Taylor, and Whitehall–have spent a year meeting and working together to devise a plan to improve the existing educational process.

The input from these meetings suggests a genuine attitude and support in the communities toward the cooperative concept. Therefore, it is proposed in this Title III program that through a cooperative effort among the five high schools, the communities involved will: 1) retain the identification, individualization, and personalization of the small rural school while expanding curricular offerings through the cooperative effort to provide a more comprehensive educational program, and 2) encourage and structure use of school programs and facilities to provide more adult involvement through consulting, planning, programming, participating, and evaluating.

A Title III, E.S.E.A. planning grant in 1972 led to the funding of a three-year operational project which will deal specifically with the cooperative effort on the high school level in grades 7-12. Hopefully, this cooperation will make it possible to overcome much of the existing educational inadequacy through shared cost of courses, staff, inservice, communications production, equipment, instructional materials, facilities, and transportation of students and/or teachers.

During the next three years of the project, the specific goals will be analyzed and evaluated as to their feasibility in supporting the needs for the cooperative effort. The evaluation will be conducted through a continuous process of systematically gathering, analyzing, and interpreting data and information from the communities, educators, and students regarding awareness, attitudes, achievement, and participation.

Through a cooperative effort the consortium schools intend to increase course offerings for students and to allow for continued education, to evaluate existing courses and make adjustments, to offer professional assistance to the teachers, and to make necessary materials and facilities available as needed. Through cooperative effort, a plan has been developed to make it financially possible for rural communities and schools to assist the individual in acquiring a better education.

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1st Operational Year: 3/13/74 - 3/12/75

Secondary Education

Project EAST: For Creative Change Through Shared Decision Making

Madison East High School is a 50 year old large urban high school serving a diverse population with an experienced staff working under a traditional program. The school building is currently undergoing complete renovation to be completed in 1976. In 1973, a Title III, E.S.E.A. planning grant established the need for many educational reforms. The major problem is the inertia inherent in such a large institution in bringing faculty, students, and community together to implement necessary reforms.

The major need at Madison East High School is for a process by which change can take place in an orderly fashion. Inherent in this is the need for faculty, student and community involvement, the need for opportunities to try out new ideas in an acceptable climate, and the need to coordinate all of the experimental programs in a way that they might have the greatest effect in meeting the identified needs.

Project EAST proposes to institute a process whereby faculty, students, and parents will make organizational changes to meet the needs identified by the Project EAST Title III E.S.E.A. planning grant. These goals are: 1) to increase student motivation, 2) to improve interpersonal relationships, 3) to provide educational alternatives, 4) to develop student self responsibility, and 5) to increase student involvement in the learning process.

A committee structure has been established. The Long Range Planning Committee (Title III Steering Committee) coordinates all subcommittee work. One subcommittee for each of the subgoals has also been established. The committees are the: *Student Evaluation and Motivation*

Committee - to increase student's motivation toward school and learning; *Interpersonal Relationships Committee* - to improve interpersonal relationships and communications between school staff, students, parents, and community; *Special Programs Committee* - to provide educational alternatives for students with different needs; *Student Use of Time Committee* - to develop self-responsibility in students and their ability to learn independently; and *Alternative Approaches to Curriculum Committee* - to increase student involvement in the learning process through planning and active participation.

Membership on the committees is voluntary and was offered to the entire faculty, student body, and parents. Decisions made by the subcommittees are given to the faculty senate, student senate, parent groups, and department chairpersons for an advisory vote. If any of these groups disagrees with the decision, their arguments are considered by the Long Range Planning Committee.

Project EAST will establish procedures to provide for input from all faculty, students, and parents in the East area, also including middle schools, alternative schools, private and parochial schools. Representatives from East High will make visitations to successful programs in other schools in the nation and involve resource people from the university, the community, state and local government agencies, and other experts with knowledge that is applicable to the problem. Committees will formulate tentative solutions to the defined problems and will submit proposals for meeting the five subgoals.

These proposals will be tested on a small population and those that are highly successful will be implemented on a broader scale. The project hopes to have some viable changes visible each year of the three year operational.

Project EAST will inform the general public and other attendance areas in Madison about successful programs and their success as a way of establishing a climate for change and to encourage innovative ideas from others.

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1st Operational Year: 4/1/74 - 3/31/75

Confluent Education: Social Effectiveness in a Changing Society

A needs assessment at Nicolet High School revealed that many students are experiencing a sense of alienation, apathy, and frustration. The assessment also indicated that the heavily cognitive traditional curriculum at Nicolet was not meeting student needs as defined by students themselves or as defined by various measures of personal growth. The "Confluent Education" project will seek to deal with this problem of alienation and promote positive growth in self-image, inter-personal effectiveness, and individual identity and connectedness. The primary goal of the project is to develop over a three year period a sequential four year confluent social studies curriculum.

Confluent Education involves the integration or flowing together of the cognitive and affective domains of learning. While it is subsumed under a general humanistic philosophy of the nature of man which encompasses affective education, it is distinct from affective education. The distinction ensues from the degree to which the two elements of learning are merged. They are viewed as a smooth and flowing river of the affective and cognitive elements of education.

The second component of Confluent Education involves classroom process. This demands an awareness of and competency in the elements of Confluent Education by the teacher. These elements include responsibility, convergency, divergency, evaluation, connectedness, identity, power, context and gestalt.

The stated goal of this project is to develop a sequential confluent secondary social studies curriculum. On the basis of a needs assessment, a number of affective goals have been identified. Affective goals include: (1) value clarification and moral reasoning, (2) self-concept, (3) interpersonal effectiveness, and (4) political efficacy. These goals will remain constant throughout the sequential curricular development. They are delineated by 20 specific performance objectives.

Project evaluation instruments to be used in testing the effect of confluent process and affective goals will have three components:

1. An affective component which will evaluate the areas of self concept, interpersonal effectivness, value clarification and political efficacy.
2. A moral reasoning component which will measure the level of cognitive moral development.
3. A cognitive component which will measure cognitive knowledge through the analysis level.

These instruments will be used in a pre- and post-test design. Several teaching designs and control groups have been established.

Data generated by these instruments will show individual student change over time with respect to the teaching design experienced. The affective instrument has been field tested with a group of 400 Nicolet students and will have validity and reliability vis-a-vis our own student population.

The affective instrument will be administered to a sample of students at each grade in order to establish base line data and to ascertain the cumulative effects of a sequential confluent curriculum.

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1st Operational Year: 3/18/74 - 3/17/75

Development of a Multi-Disciplinary Secondary Model

The staff at Oregon Junior High is changing its mode of operation in two specific ways. First, teams are being organized that include 110-120 students, four staff members representing the academic specialties (math, science, English, and social studies) and one aide. Second, the curriculum is being revised to integrate the instructional objectives in responding to the individual learning needs of students.

The goals are stated as follows: 1) develop a problem-centered curriculum based on the identified needs of Junior High students with basic skills as an integral part of the curricular model, 2) institute flexible time blocks to be used in a multi-disciplinary team setting, and 3) establish multi-age grouping with an emphasis on student-centered acceptance of self.

To accomplish the goals, the Junior High staff will participate in an eight-week workshop to identify end-of-Junior-High student skills in terms of the four academic areas and in terms of student interest and involvement. Curriculum units will be developed that maintain the theme of the problem area and utilize the identified skills wherever possible. During the 1974-75 school year, the units will be implemented. Subsequent workshops will be used to refine and expand the units.

During the initial year, the academic area teachers are primarily involved. It is anticipated that as the project progresses in succeeding years all of the teachers will be involved in planning curriculum units and scheduling students. In addition, it is anticipated in the third year of the project, the students will be grouped according to needs and interests that are independent of grade designation.

The evaluation design of the project involves pre-testing and post-testing in achievement, interest, and attitude towards school.

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1st Operational Year: 5/13/74 - 5/12/75

Development of a Competency Based Educational Program at the High School Level

As a result of an assessment of the program at the Stevens Point Area Senior High, both Administrators and teachers expressed the need for change. The dissatisfaction of the present program centers around three major problems: 1) a lack of specification of desirable knowledge students should possess; 2) a lack of agreement of the precise level of ability students should obtain; and 3) a lack of understanding of the best methods for measuring student performance. In order to seek a solution to these problems, the Stevens Point Area Senior High School was awarded a Title III planning grant.

A competency-based program would include the following components: 1) clear statement of educational goals; 2) performance criteria expected for students in each goal area; 3) specific performance definition for each subject at each grade level for each goal; and 4) suitable evaluative instruments to indicate when desired competencies have been reached.

The purpose of the planning grant is to conduct a study of the possibilities of a competency-based program at the senior high school. The study will: 1) assess current methods used for determining student performance at the

high school; 2) conduct a nation-wide search of different methods of measuring student abilities; 3) conduct a workshop for high school teachers for the purpose of arriving at an operational definition of competency-based education and for the purpose of identifying basic behavior skills staff members should possess before implementation of a competency-based program; 4) conduct a pilot study in the high school, and 5) design a long range plan for implementation in the district if the idea seems feasible.

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Planning: 4/1/74 - 3/31/75

NEENAH PROJECT: Necessary Education Evolvement Toward New Approaches for Humane Programs Researched, Observed, Justified, and Evaluated by Community Working Together

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2nd Operational Year: 1/22/74 - 1/21/75

Social Studies

Building Understanding of Community Potential

The Community Potential Project aims to establish a curriculum, K-12, about the local community, complete with library resource center to support the curriculum. The purpose is to improve students' attitude and knowledge, regarding the city of Superior, as well as the attitude and knowledge of community teachers and other leaders of the community. Personnel of the schools and the community will join in efforts to locate, organize, and produce curriculum materials for classroom use.

The curriculum, in local community affairs, will be woven into the existing social science curriculum. This will occur at the senior high level, grades 10-12, the first year of operation; at the junior high level, grades 7-9, the second year of operation, and at the elementary level, grades K-6, the third year of operation.

Each year teaching staff, in the social science departments new to the project, will receive a minimum of 10 hours inservice, during the first semester. The inservice program will be directed to increasing teachers' knowledge and attitude about the city of Superior. Additionally, each year a 40-hour workshop will be conducted during the first semester. Appropriate teaching staff and community members will help students produce quality materials, pertaining to Superior, for classroom use.

During the second semester of each year the social studies teachers, new to the project, will teach their students about the city of Superior according to the established curriculum. Social studies teachers in their second, third, and subsequent years with the library resource center, will teach their students about the city of Superior throughout the school year, when appropriate, and according to the established curriculum.

Early in the first year of operation, the necessary equipment and materials, (cameras, tape recorders, and photographic materials), will be purchased, organized, and numbered. Procedures will be established for students, teachers, and community members involved in the 40-hour workshop to use these items in the preparation of classroom materials. Prior to completion of the third year of operation, the project's library resource center will contain classroom materials to support the existing curriculum in local affairs, K-12. An established distribution system will

enable materials to travel from resource center to client in a maximum of two days. All materials will be available to public and private school systems and to the general public through the public library.

Each year students, social studies staff, and members of the project's steering committee will be pre- and post-tested. Computerized scoring will enable the staff to analyze each item of the tests and to note the scores of individuals. After analysis and evaluation of data, program change will be made to comply with findings. Areas in which students demonstrate a weakness, cognitive or attitude, will be strengthened. Students will hopefully become, in the near future, skilled and knowledgeable members of groups and organizations determining the future course of Superior, Wisconsin.

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1st Operational Year: 6/28/74 - 6/27/75

World Understandings: A Social Action Approach

The general goals of this project are:

1. Within the context of the Wisconsin Conceptual Framework of the Social Studies, to develop and provide the means of fostering world and human understanding within 7th grade students and teachers through induced community situational experiences.
2. To provide for use of community resources to include an active involvement of students and teachers in dealing with community problems and situations in conjunction with the previous goal.
3. To study and provide for the development of procedures for the assessment of psychological costs and/or benefits to students, teachers and parents involved in this type of social action curriculum and its practicality for use in the school system. (Psychological costs and/or benefit defined as strain through involvement in community problems and situations as compared to fulfillment through the same type of involvement.)

Project activities will be evaluated by a pre- and post-test method. Non-standardized tests will be administered before and after a summer institute to determine the increase of awareness and understanding of world-wide human problems among teachers. A field test/impact study will be used to measure the effectiveness of the 3-lesson pilot television component with 7th grade students. Selected CESA 13 classrooms will be used for the study, and there will be pre- and post-tests to determine if this project is able to bring about changes in student attitude.

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K-12 Environmental Education Curriculum

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2nd Operational Year: 1/22/74 - 1/21/75

Educational Centers

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Green Bay, CESA No. 9 Area "B" - Instruction, Curriculum, Environment - ICE	Mr. Robert J. Warpinski 1927 Main Street Green Bay, WI 54301 Phone: (414) 468-7464
Blair, CESA No. 11 Area "C" - Regional Educational Center	Dr. Donald Jacobson 229 West Broadway Blair, WI 54616 Phone: (608) 989-2529
Fond du Lac, CESA No. 13 Area "E" - Supplementary Educational Center	Ms. Faye Lloyd 82 South Macy Street Fond du Lac, WI 54935 Phone: (414) 923-0770
Madison, CESA No. 15 Area "F" - Individualization of Instruction - A Change Agent Model for Schools	Mr. Arnie Lamberg 545 West Dayton Street Madison, WI 53703 Phone: (608) 266-8454
Milwaukee, CESA No. 19 Area "H" – Metro-Research and Planning Services	Mr. Judson Harmon 9722 Watertown Plank Road Milwaukee, WI 53226 Phone: (414) 771-1850

Publications Available from Wisconsin Title III, E.S.E.A.

Building Foundations for Educational Change, 1973-74.

Building Foundations for Educational Change, 1972-73.

IMPACT, An Abstract of A Study to Determine the Impact of Title III, ESEA Projects on Education in Wisconsin, 1968-72, Fall 1973. The results of an updated study will be available Jan. 1, 1975.

Project I-C-E, Instruction, Curriculum and Environment, Aug. 1974. This is a booklet describing an exemplary Title III project in Green Bay that uses environmental concepts as the vehicle for improving instructional techniques on the part of teachers and enriching the curriculum K-12. This project has been validated for state and national dissemination.

Comparative Cultures, Aug. 1974. This booklet describes an exemplary project developed in Waupun that promotes the inquiry method of teaching and uses innovative television lessons to teach anthropology concepts to 6th graders.

Strategies in Early Childhood Education, March 1973. This booklet describes an exemplary project for kindergarten students in Waupun, Wisconsin, that was validated for state and national dissemination.

Learning On My Own for Real, Jan. 1973. This booklet describes Project Interact, an exemplary project for individualization in elementary schools. This project was validated for state and national dissemination.

Staff Development Project in Creativity 1972. This booklet describes an outstanding Title III project concerned with fostering creativity in middle school students. This project was validated for state and national dissemination.

Continuing Education and Supportive Comprehensive Services for School Age Mothers, 1972. This booklet describes the Lady Pitts Center for School Age Mothers, an exemplary Title III project that should be of interest to any community concerned with the needs of their school-age mothers, the young fathers, and the infants.

Wisconsin Consortium for Individualized Learning, 1972. This booklet describes an exemplary Title III project in which four school districts formed a consortium to develop and share instructional methods and materials for individualized learning at the secondary level and to conduct staff development programs. Unipacs have been developed in 10 subject areas, and they are available for use statewide and out-of-state by teachers and administrators.

To order any of the publications or for further information about Title III, E.S.E.A. projects in Wisconsin write:

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